

KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT OPPORTUNITIES Spring 2006

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Daily Routine (part 3 of High Scope Curriculum)	Child Growth Learning Environment Level I-IV	IECE I, II, III, CDA I, II	January 13 Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Statewide KISSED: Module III	Child Growth/ Development, Child Assessment, Family/Community Partnerships Levels I-IV		January 13 Lexington	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Utilizing Visuals to Improve Behavior in Children with Complex Needs	Child Growth & Development, Learning Environments/ Curriculum, Child Assessment, and Family & Community Partnerships Levels: III, IV, V	IECE Standards: I, II, III, VI & VIII CDA: 1, 2, 4 & 7	January 20 Kentucky Dam Village Lodge Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Adult Child Interaction (part 4 of High Scope)	Learning Curriculum, Level I-IV	IECE Standards I, II, III, V CDA: I, II, III	January 20 Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Developing Phonological Awareness	Learning Environments and Curriculum Level IV	IECE Standards: I, III, VI	January 20 Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 Vanessa.garland@berea.kyschools.com
Director's Seminar I	Core Content Area: Professional Development/ Professionalism, Level IV	IECE Standard: VII CDA: 6	Jan. 21 Union (Boone Co.)	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Director-Seminars.asp
Conference Call Dial-A-Discussion: Presentation Styles and Presence (For credentialed trainers ONLY)	N/A	N/A	Jan. 27 10:00-11:00 ET	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Dial-A- Discussion.asp
KY's Continuous Assessment Guide: Classroom/Instructional Assessment	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	Jan. 27 Lawrenceburg	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.a
Creative Curriculum Assessment	Child Assessment Level III-IV	IECE Standard: IV CDA: 7	January 27 Berea RTC	Vanessa Garland Berea RTC 859-986-1929 Or 800-343-2959 Vanessa.garland@berea.kyschools.com
Winter Wonders (Literacy & Math) with Vicki Smith	Learning Environment and Curriculum Levels II, III, IV	IECE Standards: II, III CDA: 1, 2	January 27 Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Classroom/Instructional Assessment	Child Assessment, Level II	IECE Standard: IV CDA: 7	January 27 Lawrenceburg	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp

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Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Fundamentals of Effective Training	Professional Development/ Professionalism, Level V	N/A	Feb. 1 - 3 London	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp
Kentucky Early Childhood Standards with Barb Singleton	Child growth & development, Learning environments & curriculum Levels: III, IV	IECE Standards: I, III CDA: 2	February 3 Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Battelle Developmental Inventory 2 (Current users of BDI- I)	Child Assessment Level IV-V	IECE Standards IV, VI	February 3 Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Planning a Summer Family Literacy Program	Family & Community Partnerships; Learning Environments & Curriculum; Program Management & Evaluation Levels: III, IV, V	IECE Standards: I, II, III, IV, V, VI, VIII CDA: 1-8	February 3 Ramada Conference Center Lexington	Justin Keibler 502-584-1133 jkeibler@famlit.org
Southern Early Childhood Association (SECA) 57 th Annual Conference	N/A	N/A	February 2-4 Nashville, TN	Glenda Bean 1-800-305-7322 gbean@southernearlychildhood.org www.southernearlychildhood.org
Conference Call Dial-A-Discussion: Meaningful Ways to Close Your Training (For credentialed trainers ONLY)	N/A	N/A	Feb. 7 2:00-3:00 ET	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Dial-A- Discussion.asp
Kentucky's Continuous Assessment Guide: Screenings	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	February 8 Kentucky Dam Village Room A Gilbertsville, KY	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.a
Healthy Choices and Much, Much More	Health, Safety & Nutrition, Learning Environments/ Curriculum Levels: III, IV & V	IECE Standards: I & II CDA: 1 & 2	February 10 Kentucky Dam Village Lodge Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Administration of Battelle Developmental Inventory-2	Child assessment Levels IV, V	IECE Standard: IV CDA: 2, 7	February 10 Lewis County Extension Office	Kim Roberts 606-327-2706 kim.roberts@ashland.kyschools.us
Parenting with a Literacy Focus	Child Growth & Development; Family & Community Partnerships; Learning Environments & Curriculum Levels: II, IV, V	IECE Standards: I, II, III, IV, V, VI, VIII CDA: 1-8	February 10 Elizabethtown Tourism and Convention Center	Justin Keibler 502-584-1133 jkeibler@famlit.org
20 th Annual Parent Professional Conference	Various	Various	February 10-12 Marriott Griffin Gate Resort Lexington, KY	Donna Gatewood Anita Jones 859-381-4229 www.fcps.net dgatewoo@fayette.k12.ky.us agjones@fayette.k12.ky.us
"Three in One" (The Three KDE Manuals: Standards, Assessment & Quality Self-Study)	Child Growth, & Development, Learning Environments/ Curriculum Levels: III, IV, V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	February 17 Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us

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Transition Conference			n, m & 3	Ashland	
Professional Development Professional Develo		·			cheryl.salyer@ashland.kyschools.us
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Conference Call Dial-A-Discussion: How to Get to Know Your Audience (For credentialed trainers ONLY) ECE Standard: IV CDA: 7 February 24 Terry Keys (859) 257-9116 http://www.ihdi.uky.edu.tipp/Dial-A-Discussion.asp (859) 257-9116 http://www.ihdi.uky.edu.tipp/Dial-A	Assessment with LAP 3			February 24	Carole Sindelar
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Curriculum Levels: IV & V					jkeibler@famlit.org
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Learning Environments and Curriculum Levels III, IV CDA: 2 Bowling Green Bowling Green Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us					
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Curriculum Calloway Co. RTC					
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Thage Steen					jama.ganoway@coc.munaystate.eutl
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	Community Early	Various	Various	March 8-9	Hanan Osman
Community Larry					
Childhood Councils Marriott Griffin 502-564-8341	5th Annual Meeting				hanan.osman@education.ky.gov http://www.kidsnow.gov.ky/
Childhood Councils 5th Annual Meeting Gate Thatter of				Lexington	HILL //WWW KICISHOW/ OOV KV/

		T		Spring 2006
Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
From Low Tech to High	Professional Development/	IECE Standards: I, II, III, VI &	March 10	Jama Galloway
Tech for Student with	Professionalism and Learning	IX	Kentucky Dam	Calloway Co. RTC
Complex Needs	Environments/ Curriculum	CDA: 1, 2 & 8	Village	270-762-5316
Complex recus	Levels: II, IV & V		Lodge Meeting	jama.galloway@coe.murraystate.edu
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		TEGE G. 1 1 TY	Gilbertsville, KY	
KY's Continuous	Core Content: Child Assessment, Level II	IECE Standard: IV	March 11	Terry Keys
Assessment Guide:	Ciniu Assessment, Level II	CDA: 7	Union (Boone Co.)	(859) 257-9116
Classroom/Instructional				http://www.ihdi.uky.edu/tipp/Assessment.a
Assessment				<u>sp</u>
Kentucky Teaching and	N/A	N/A	March 9-11	http://www.education.ky.gov/KTLC/defaul
Learning Conference			Louisville	<u>t.htm</u>
	Program Management and	IECE Standards:		Iorra Callan
Calloway RTC Spring	Evaluation and Professional	I, VII	March 14	Jama Galloway
Leadership Training	Development/	, ,	Green Turtle Bay	Calloway Co. RTC
	Professionalism		Grand Rivers, KY	270-762-5316
	Levels: IV, V			jama.galloway@coe.murraystate.edu
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Berea Leadership	Professional Development/	IECE Standards:	March 15	Vanessa Garland
Training for Preschool	Professionalism Program Management &	VI, VII CDA: 5, 6	Berea RTC	Berea RTC
Coordinators &	Evaluation	CDA. 3, 0		859-986-1929
Advisory Board	Levels IV- V			Or 800-343-2959
Meeting				Vanessa.garland@berea.kyschools
Spring Sensations	Learning Environment and	IECE Standards: II, III	March 17	Carole Sindelar
(Literacy & Math) with	Curriculum	CDA Subject Area 1, 2	Bowling Green	Simpson RTC
Vicki Smith	Levels II, III, IV		Bowing oreen	270-586-2008
VICKI SIIIIUI				Carole.Sindelar@simpson.kyschools.us
Administering the	Child Assessment, Family &	IECE Standards:	March 17	Vanessa Garland
DIAL-3	Community Partnerships	IV, V, VI	Berea RTC	Berea RTC
	Level IV		Dorou KTC	859-986-1929
				Or 800-343-2959
				Vanessa.garland@berea.kyschools
Child Observation	Child Assessment	IECE Standard: IV, VI	March 17	Vanessa Garland
Record	Levels: III-IV	CDA: 7	TBA	Berea RTC
(COR) Day 2			IDA	859-986-1929
(COK) Day 2				Or 800-343-2959
				Vanessa.garland@berea.kyschools
KY's Continuous	Core Content:	IECE Standard: IV	March 17	Terry Keys
	Child Assessment, Level II	CDA: 7		(859) 257-9116
Assessment Guide:	Í		Ashland	
Classroom/				http://www.ihdi.uky.edu/tipp/Assessment.a sp
Instructional				至
Assessment				
Mapping Sensory	Core Content:	IECE Standard 2, 3	March 17	Julie Goodpaster
Integration with Julie	Child Growth/Development,	CDA 2, 3	Lawrenceburg	Anderson RTC
Kraska	Learning Environment		Lawrenceourg	502-839-2513
NI aska	IV-V			jgoodpast@anderson.k12.ky.us
Notional Contact	N/A	N/A	Ma1. 10 01	http://www.famlit.org/Conference/index.cf
National Center for	17/13	11/13	March 19-21	m m
Family Literacy			Louisville	==
Conference	Como Comto de	IECE Cton 1 and W	3,5	
KY's Continuous	Core Content: Child Assessment, Level II	IECE Standard: IV CDA 7	March 21	Terry Keys
Assessment Guide:	Ciniu Assessment, Level II	CDA /	Corbin	(859) 257-9116
Classroom/Instructional				http://www.ihdi.uky.edu/tipp/Assessment.a
Assessment				<u>sp</u>
More Success with	Learning Environments and	IECE Standards: I, II, III	March 24	Carole Sindelar
	Curriculum	CDA: 2		
Science with Genelle	Levels III, IV		Bowling Green	Simpson RTC
Jones				270-586-2008
			I	Carole.Sindelar@simpson.kyschools.us

Ecces Eccs Ecces Eccs Ecces Ecces Eccs Ecces Ecces Ecces Ecces Ecces				1	Spring 2006
Inventory II: Scoring & Interpretation (Day 2) Inventory II: Scoring & Interpretation (Day 2) Interpretation (Day 2		Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Learning Environment Controllar Contro	Inventory II: Scoring &	Community Partnerships			Berea RTC 859-986-1929 Or 800-343-2959
Assessment Guide: Classroom/Instructional Art Smart'ise (Repeat from Fall) Learning Environments' Corrections and Family and Community Partnerships Levels III, IV, V Ashland Leadership Meeting for Preschool Coordinators Coordinators Unlocking opportunities For Key Experiences/KY Learning Standards to Happen Throughout the Daily Routine Simpson RTC Leadership Meeting for Preschool Coordinators and Advisory Board Meeting Recting HECE Standards: U, VII CDA: 2, 8 EEE Standards: U, VIII CDA: 3, 6 EEE Standards: U, VIII CDA: 5, 6 EVENING TO CONTINUOUS Advisory Board Meeting Recting Evening Environment Levels IIV Evels IIV Evels IIV EVEL IIV EVEL Standards: U, VIII CDA: 5, 6 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standards: U, VIII CDA: 1, 2, 3 & 8 EVEL Standa		Learning Environment Curriculum	I, II, III		Anderson RTC 502-839-2513
Curriculum, and Family and Curriculum, and Family and Community Partnerships Levels III, IV, V	Assessment Guide: Classroom/Instructional				(859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.a
Meeting for Preschool Coordinators Professionalism Program Management & Evaluation Levels IV \ V	(Repeat from Fall)	Curriculum, and Family and Community Partnerships Levels: III, IV, V	· ·	Kentucky Dam Village Village Green Meeting Room	Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Unlocking opportunities for Key Experiences/KY Learning Standards to Happen Throughout the Daily Routine Simpson RTC Leadership Meeting for Preschool Coordinators and Advisory Board Meeting Healthy Choices and Much, Much More with Meme Perdue Levels III, IV Levels III, V Levels I	Meeting for Preschool	Professionalism Program Management & Evaluation	VI, VII		Ashland RTC 606-327-2706
Professional Development/ Professionalism Professional Development/ Professional Development Simpson RTC	Unlocking opportunities for Key Experiences/KY Learning Standards to Happen Throughout the	Learning Environment	I, II, III, V		Anderson RTC 502-839-2513
Health, Choices and Much, Much More with Meme Perdue	Simpson RTC Leadership Meeting for Preschool Coordinators and Advisory Board	Professionalism Program Management & Evaluation	VI, VII		Simpson RTC 270-586-2008
Assessment Guide: Classroom/ Instructional Assessments Various Various Various Various Various March 31-April 1 Greenbo Lake State Park 606-327-2706 cheryl.salyer@ashland.kyschools.us Traineeship Scholarships Deadline for the Summer Semester CDA: 7 Kentucky Dam Village Room A Gilbertsville, KY March 31-April 1 Greenbo Lake State Park 606-327-2706 cheryl.salyer@ashland.kyschools.us N/A April 1 Deadline N/A April 6-9 Baltimore, MD 1-888-232-7733	Healthy Choices and Much, Much More with	Learning Environments/ Curriculum	I, II, III CDA: 1, 2, 3 & 8	Northern KY	Anderson RTC 502-839-2513
Collaborative Institute Ashland Typin Collaborative Institute Ashland Typin Collaborative Institute Collaborative Institute Collaborative Institute Collaborative Institute Collaborative Institute Ashland Typin Ashland Typin Collaborative Institute Ashland Typin Collaborative Institute Ashland Typin Collaborative Institute Ashland Typin Collaborative Institute Ashland Typin Ashland Typin Ashland Typin Collaborative Institute Ashland Typin Ashland Typ	Assessment Guide: Classroom/ Instructional			Kentucky Dam Village Room A	(859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.a
Traineeship Scholarships Deadline for the Summer Semester 2005 Council for Exceptional Children N/A N/A N/A N/A N/A N/A N/A N/		Various	Various	Greenbo Lake State	Ashland RTC 606-327-2706
Exceptional Children Baltimore, MD 1-888-232-7733	Scholarships Deadline for the Summer	N/A	N/A		
	Exceptional Children	N/A	N/A		

				Spring 2006
Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Classroom Nutrition, Obesity and Activity with Meme Perdue	Health, Safety, Nutrition Levels: 3, 4	IECE Standards: II, VIII CDA: 1, 2	April 7 Cave City	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Start with the Arts with Mary Claire O'Neal	Learning Environments and Curriculum Levels: 3,4	IECE Standards: I, III CDA:	April 14 Bowling Green	Carole Sindelar Simpson RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
KIDS NOW Scholarships for Teacher Assistants and Child Care Providers	N/A	N/A	April 15 Deadline	http://www.kheaa.com/prog_ecds.html
Fundamentals of Effective Training	N/A	N/A	April 18-20 Louisville	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/FET.asp
Child Observation Record 2 nd edition	Child Assessment Level IV-V	IECE Standards: IV, VI CDA, 7	April 20-21 Lawrenceburg	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
"Three in One" (The Three KDE Manuals: Standards, Assessment & Quality Self-Study)	Child Growth, & Development, Learning Environments/ Curriculum Levels: III, IV, V	IECE Standards: I, II, III CDA: 1, 2, 3 & 8	April 21 Kentucky Dam Village Village Green Meeting Room Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Using Learning Centers	Learning Environments and Curriculum Levels III, IV	IECE Standards: II, III CDA: 2	April 21 Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Continuous Assessment with Carol Schroeder	Child Assessment Levels: IV, V	IECE Standard: IV CDA: NA	April 28 Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Classroom/ Instructional Assessment	Child Assessment, Level II	IECE Standard: IV CDA: 7	April 28 Northern KY Location TBA	Julie Goodpaster Anderson RTC 502-839-2513 jgoodpast@anderson.k12.ky.us
Continuous Assessment	Child Assessment Levels: IV, V	IECE Standard: IV CDA: NA	April 28 Ft. Mitchell	Terry Keys (859) 257-9116 http://www.ihdi.uky.edu/tipp/Assessment.a
Math & Science in the Preschool Classroom	Child Growth & Development, Learning Environment/ Curriculum and Child Assessment Levels: III, IV & V	IECE Standards: I, II & III CDA: 2, 7 & 8	April 28 Kentucky Dam Village Convention Center Room A Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
Writing IEPs	Child Assessment, Learning Environment and Curriculum Levels: III, IV	IECE Standards: III, IV, VI CDA: N/A	May 5 Bowling Green	Carole Sindelar 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Working with Children in a Troubled World	Learning Environments/ Curriculum Levels: III & IV	IECE Standards: I & III CDA: 2, 7 & 8	May 5 Green Turtle Bay Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu
"Ready to Learn" A program coordinated through KET	Learning Environments/ Curriculum Levels: III, IV & IV	IECE Standards: IV, VI & VIII CDA: 5	May 12 Kentucky Dam Village Village Green Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-762-5316 jama.galloway@coe.murraystate.edu

				Spring 2000
Early Childhood PD	Core Content Areas and	IECE Standard/CDA Subject	DATE/	CONTACT
TOPIC	Levels	Area	LOCATION	
Looking Ahead				
Regional Training	Various	Various	June 12-14	Julie Goodpaster
Center Summer			Hyatt Regency/	Anderson RTC
Institute			Lexington	502-839-2513
			Convention Center	jgoodpast@anderson.k12.ky.us
Northeast Chapter of	Various	Various	September 9	Kim.Roberts@ashland.kyschools.us
KAECE Fall Institute			Ashland	mwest@bigsandysuperstore.com
E I CITI I	Child Assessment, Learning	IECE Standards: I, V, VII, IX	T 1 10 14	C
Early Childhood	Environment and Curriculum	IECE Standards. I, V, VII, IX	July 10-14	Contact your local RTC for
Academies in Literacy	Levels: III, IV			details
and Math				
KAECE/KHSA Fall	See Program	See program	October 5-7	www.kaece.org Or
Institute			Galt House	Bob Wilcher
			Louisville	800-869-9257
				bwilcher@khsa.org
Ashland RTC Fall	Various	Various	November 2-3	Cheryl Salyer
Collaborative Institute			Jenny Wiley State	Ashland RTC
			Park	606-327-2706
				cheryl.salyer@ashland.kyschools.us

For additional professional development in your area including orientation for teachers with IECE Probationary certification, contact your Early Childhood Regional Training Center:

Anderson County RTC e-mail: phall@anderson.k12.ky.us Phone: 502/839-2513

Ashland Independent RTC e-mail: lhenson@ashland.k12.ky.us Phone: 606/327-2706, Ext. 2728 or 2729

Berea Independent RTC e-mail: carol.brooks@berea.kyschools.com Phone: 859/986-1929 or 800/343-2959

Calloway County RTC e-mail: nancy.lovett@coe.murraystate.edu Phone: 270/762-5316 or 5317

Simpson County RTC e-mail: bill.porter@simpson.kyschools.com Phone: 270/586-2008

Kentucky Department of Education web page http://www.education.ky.gov/.

For information about this calendar contact: Annie Rooney French, Ph.D.

Phone: (502) 564-7056 Fax: (502) 564-6952 Note new e-mail address: annie.french@education.ky.gov

Professional Development opportunities within the Kentucky Department of Education will follow the 3 Goals of the Kentucky Board of Education:

- 1) High Student Performance,
- 2) High Quality Teaching and Administration and
- 3) Strong and Supportive Environment for Each School and Every Child.

Kentucky's Definition and Standards for High Quality Professional Development(April 5, 2004)

Professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 - Section 1(2) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Definition

704 KAR 3:035 - Section 1(2) "Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students. Section 4(2) Professional development activities

shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.

Kentucky Department of Education Professional Development Standards

Standard 1: Professional Development is aligned with:

- local school and district goals and priorities as reflected in the school or district comprehensive improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. (e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self directed learning).

- PD is sustained, intensive, classroom-focused and in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and
- PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher and student needs and are an integral part of the school or district comprehensive improvement plan or an individual's professional growth plan.

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.

un stai	idards are the core of professional development.
	National standards (e.g., content, leadership, teacher, safety, transportation, nutrition, health)
	Kentucky Learning Goals
	Academic Expectations
	Program of Studies
	Core Content for Assessment
	Performance Standards/ Student Performance Level Descriptions (PLD)
	Kentucky Early Childhood Standards
	Occupational Skills Standards
	Technology Standards
	Character Education
	District/school aligned curriculum

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance (e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development on practice.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and

Kentucky Department of Education Professional Development Standards

climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs (*e.g.*, *intellectual*, *social*, *career*, *cultural*, *and developmental*).

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance (e.g., planning, time, release time, staff, technology, funding sources).

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating and applying information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks).

New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary 16 KAR 2:040

Standard I: Designs/Plans Instruction

The Interdisciplinary Early Childhood (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard II: Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard III: Implements Instruction

The IECE educator introduces, implements, facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard IV: Assesses & Communicates Learning Results

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities and communicates those results with partners including families.

Standard V: Reflects/Evaluates Teaching/Learning

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VI: Collaborates with Colleagues/ Families/Others

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VII: Engages in Professional Development

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Standard VIII: Supports Families

The IECE educator supports families through family-centered services that promote independence and self-determination.

Standard IX: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and the community; and conduct research.

THE CHILD DEVELOPMENT ASSOCIATE (CDA) NATIONAL CREDENTIALING PROGRAM SUBJECT AREAS

- 1. Planning a safe, healthy, learning environment
- 2. Steps to advance children's physical and intellectual development
- 3. Positive ways to support children's social and emotional development
- 4. Strategies to establish productive relationships with families

- 5. Strategies to manage an effective program operation
- 6. Maintaining a commitment to professionalism
- 7. Observing and recording children's behavior
- 8. Principles of child development and learning

CORE CONTENT LEVELS OF COMPENTENCY

These levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level, however individual levels should not been seen as limited to a particular job or position of employment.

Level I – represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all content areas for professionals with a Child Development Associate (CDA) Credential.

Level III – represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV – represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence.

- 1. **Child growth and development** Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.
- 2. **Health, safety, and nutrition** These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
- 3. **Professional development/professionalism** Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior; and, demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
- 4. **Learning environments and curriculum** Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
- 5. **Child assessment** Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.
- 6. **Family and community partnerships** Understanding the roles that family members and other play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:
 - Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In tern, each child has influence on the members of his or her family and on the family as a system.

- A responsive early childhood education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.
- 7. **Program management and evaluation** Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.